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AUTHOR Butner, Lynda; And Others
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ABSTRACT

A comparison of the self concepts and school attitudes of third grade low achievers in homogeneously versus heterogeneously grouped classrooms is made in this study. An extensive review of the literature on ability grouping, self concept (and self concept tests), and school attitudes related to grouping is presented. In the study, low achievers were defined as students whose grade point fell between 1.6 and 2.6 on the overall reading test scores of the Metropolitan Achievement Test given at the beginning of the school year. Thirty children from each ability group type were given the "Self Appraisal Inventory" to measure their self concepts and the "School Sentiment Index" to measure their school attitudes. (The texts of these "yes-no" answer questionnaires are provided in the appendix.) Results indicated that ability grouping alone may not necessarily promote a more positive self concept for low achievers. However, homogeneous grouping appears to have a positive influence on the child's attitude toward school. It is predicted that, in a multiple group correlation, the self concept and school attitude of a child will be positively related. (Authors/ED)

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# A COMPARISON OF SELF CONCEPT AND SCHOOL ATTITUDE OF THIRD GRADE LOW ACHIEVERS IN HOMOGENEOUS VERSUS HETROGENEOUS GROUPINGS

BY

LYNDA BUTNER
GRADUATE STUDENT
ARIZONA STATE UNIVERSITY

LINDA WARD
GRADUATE STUDENT
ARIZONA STATE UNIVERSITY

STANLEY R. WURSTER, Ed.D.
ASSISTANT PROFESSOR
ARIZONA STATE UNIVERSITY

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ARIZONA STATE UNIVERSITY
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TABLE OF CONTENTS


| | | Page |
|---|---|---|
| LIST OF TABLES AND DIAGRAMS | | ii |
| Chapter | | |
| I. | INTRODUCTION . . . . . | 1 |
| II. | REVIEW OF LITERATURE . . . . . | 5 |
| III. | METHODS AND PROCEDURES . . . . . | 17 |
| IV. | FINDINGS . . . . . | 20 |
| V. | SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . . | 23 |
| | LIST OF REFERENCES . . . . . | 26 |
| | SELECTED BIBLIOGRAPHY . . . . . | 28 |
| | APPENDIX . . . . . | 30 |
| | Appendix A: Self Appraisal Inventory . . . . . | 31 |
| | Appendix B: School Sentiment Index . . . . . | 33 |
| | Appendix C: Sample Answer Sheet . . . . . | 35 |
| | Appendix D: Raw Score Table . . . . . | 36 |




99003

## LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | Relationship of Self Concept and School Attitude in Homogeneous and Heterogeneous Grouping . . . . . | 20 |


## LIST OF DIAGRAMS


| Diagram | | Page |
|---|---|---|
| 1. | Scattergram Showing Correlation Between Self Concept and School Attitude in Homogeneous Grouping . . . . | 22 |
| 1A. | Scattergram Showing Correlation Between Self Concept and School Attitude in Heterogeneous Grouping . . . | 22 |




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## Chapter I

## Introduction

Many of the educational methods used by the public schools reflect the desire to maximize what each individual student can gain from his school experience.

"Education has failed, regardless of the amount of knowledge imparted, when the pupils selves are inadequate, defensive, and characterized by a general feeling of incompetence in what matters to them" (22:93).

One approach that claims to enhance one's self concept or school attitude has been the grouping of students, usually by ability. However, there has been considerable controversy and very little study done on the relationship of self concept and attitude toward school in homogeneous and heterogeneous grouping.

The purpose of this study was to compare the self concepts and school attitudes of third grade low achievers in homogeneously versus heterogeneously grouped classrooms.

The following hypotheses were tested:

1. Low-achieving third grade students from homogeneous classrooms will have more positive self concepts than low-achieving third grade students in heterogeneous classrooms.

2. Low-achieving third grade students from homogeneous classrooms will have better attitudes toward school than low-achieving third grade students in heterogeneous classrooms.



00005

3. There will be a significant correlation between self concept and school attitude in the homogeneous groups.

4. There will be a significant correlation between self concept and school attitude in the heterogeneous groups.

To control all the variables known to exist would have been impossible; therefore, assumptions were made. The primary assumption was that the children answered the self concept and attitude reports honestly. An additional assumption was that the differences in self evaluation and attitudes toward school are affected by the homogeneous and heterogeneous grouping rather than entirely by other variables, such as the particular teachers or parents.

For the purposes of this study, third grade low-achievers are those students whose grade point fell between 1.6 and 2.6 on the overall reading test scores of the Metropolitan Achievement Test. The test was given to the third graders in the first weeks of September, 1973.

Self concept has numerous connotations. In this investigation self concept means all the things a person feels to be true about himself.

Attitude is defined as "an implicit cue and drive producing response to socially salient characteristics and that it possesses evaluative properties" (3:3). Implicit indicates that the attitude is inside the person and can only be inferred. Cue and drive producing means that an attitude held by a person will tend to cause that person to notice things and to do things selectively.

"Homogeneous grouping refers to the organization of instructional classes on the basis of student similarity on one or more specific characteristics" (7:5). Homogeneous ability grouping, therefore, generally refers to the use of standardized measures of intelligence, aptitude, or achievement in a given subject area in order to classify students into separate ability categories and instructional class units. Throughout this study homogeneous grouping and ability grouping are used synonymously. "Heterogeneous grouping refers to the organization of instructional classes such that a rich mixture of children who differ with respect to tested ability is assured" (7:6). Herein, heterogeneous grouping and random grouping are used interchangeably.

There are several limitations to this study. It is first limited by an extremely small sample. This allows for little generalization to other cultural or geographical populations. Secondly, there is the added problem provided by the makeup of young children themselves. Elementary students (especially third grade and under) are exceedingly eager to please adults (3:3). They will, therefore, attempt to answer questions as they feel an adult would prefer. Also the self concepts and attitudes of these children are very unstable--there are many fluctuations from day to day. The study is also limited to only those aspects of self concept and attitude toward school which were measured by the Self Appraisal Inventory and School Sentiment Index. Since self concept and attitudes are unique

and private to the individual, they cannot be directly measured or evaluated making their assessment difficult.

## Chapter II

## Review of Literature

The theoretical background for many of the studies relating self concept to achievement and behavior are based on the writings of Prescott Lecky (13). According to Lecky's self consistency theory, learning can be viewed only in reference to the development of the entire personality which would include feelings, attitudes, emotions and needs.

The self concept and the child's attitude toward school develop to a large extent in the classroom situation--how the individual performs and how others view him and his productions and achievements (17:3). Children are frequently thrust into an educational environment in which they are expected to achieve at a level beyond their capabilities. Under these circumstances, the development of positive self attitudes becomes extremely difficult.

Fink (8) in his study in 1962 found that the self concept was significantly related to academic under-achievement in boys, less so with girls. Poor achievement often promotes depreciation of one's self concept and attitude toward school resulting in continued poor achievement. To a lesser degree, successful achievement leads to a more positive self concept and attitude toward school resulting in improved achievement (1:112).

If tasks are matched with levels of competence, success is assured, and a positive view of self is the result (22:99).



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One of the most important questions to be asked of a new educational curriculum, or indeed of any educational intervention, is whether the learners' attitudes toward school and self concepts have been affected (3:2). Attitudes are very important for they determine the spirit in which a child approaches his everyday schoolwork.

Harap (19:283) reported in 1936 that ability grouping was the "most common method of adjusting learning to individual differences." Dominick Esposito's paper (7) on homogeneous and heterogeneous grouping indicates that in thousands of elementary and secondary school classrooms in the United States, homogeneous grouping is a predominant method of organizing teachers and students into instructional units.

Although research on ability grouping began with Whipple's study in 1916, definite conclusions about the effects of such practices are still ambiguous. It is important to see if homogeneous grouping has a positive effect on the self concepts and school attitudes of students. Literature seems to support almost any stand one might take on this issue. Most of the evidence reported since 1960, however, seems insufficient to support the opinion that the grouping of children homogeneously contributes to the development of more desirable attitudes and more positive self concepts, especially among low ability children (7:10).

Self Concept Related to Homogeneous and Heterogeneous Grouping

Mann (15:360) found the self concepts of one hundred and

two fifth graders, who had been grouped into four ability groups since entrance into first grade, was influenced by membership in a certain ability group. Self concept data used in this study involved anonymous responses to two questions: "Tell me which fifth grade you are in" and "Tell me how you happen to be in this particular fifth grade group rather than some other group." More than seventy-five per cent of the children in the low ability group defined themselves with only negative responses, while more than eighty per cent of those in the high ability group made no negative responses. Children in the middle group were found to be least aware of their own ability. A questionnaire based on only two items would be expected to have rather low reliability. Mann's study would have been improved considerably by use of a more extensive measure of self concept.

Miller (16) did a study of the relationship between self concept and ability grouping using eight hundred and thirty-three fifth and sixth grade students from two southwestern Michigan school systems. Two hundred and ninety-seven were categorized as slow learners and the remainder non-slow learners. He found that homogeneous ability grouping appeared to be more favorably related to the academic self concept of slow learners than was heterogeneous grouping. This relationship was more significant for boys than for girls. Slow learners demonstrated lower academic self concepts than non-slow learners in all subject areas considered.

Martin Olavarri (18) administered the Self-Concept-as-

Learner Scale by Waetjen and Grambs for three consecutive years to grades seven, eight, nine, eleven and twelve in one high school and its feeder schools. The students in the lower ability groups consistently indicated that they had better feelings of self worth in the homogeneous settings than in the heterogeneous. The top group responses indicated only a slight favoring of the homogeneous grouped classes. Grades eight and eleven, during the second year, were given the Barrett-Lennard Relationship Inventory to assess the relationship between ability grouping and student/teacher relations. The differences between the mean scores made by the three ability levels were significant to the .01 and .05 level. The lowest ability group had the lowest scores on the Relationship Inventory and the top students had the highest.

Drews (4:45) conducted research including measures of self concept among ability grouped and random grouped classes in ninth grade English. She used the Ability Self Concept Rating which asked the student to compare his ability with that of his classmates and rate himself as above average, about average or below average. The test was administered at the beginning and end of the experimental year. A t-test analysis using mean scores showed one significant difference on the pretest analysis; results favored slow pupils in homogeneous samples. At the end of the year, between-treatment comparisons showed superior pupils in heterogeneous groups and slow pupils in homogeneous groups made significantly higher scores on the Ability Self Concept Rating.

The Concept-of-Self-as-a-Learner Scale was used at the end of the study only. Although the students grouped heterogeneously had higher mean scores, the differences were not significant. There was only one significant between-treatment difference that favored the slow boys in homogeneous grouping.

Wilcox (23) researched the effects of grouping on junior high students from five schools. His findings, which follow, were significant at the .05 level:

1. There were no significant differences in self concept as measured by the Maslow Security-Insecurity Inventory when the total experimental population was examined. Yet, there was significant evidence of a more positive self concept among the pupils with I.Q. below ninety when they were homogeneously grouped.

2. There were no significant differences in attitudes toward school as measured by the Inventory of Attitudes Toward Junior High School when the total population was examined. Attitudes toward school were significantly more positive, however, among pupils with abilities below I.Q. one hundred and four when they were homogeneously grouped. In addition, attitudes toward school were found significantly more negative among pupils of upper socio-economic levels and I.Q. one hundred and five and higher when they were homogeneously grouped.

3. All analyses of variance failed to show any significant relationship between homogeneous grouping and achievement.

Ernest Dyson (6) studied the interrelationship among acceptance of self, academic self concept and two types of

group procedures. The sample consisted of five hundred and seventy-seven seventh graders from two schools of which three hundred and thirty-three were heterogeneously grouped and two hundred and forty-four homogeneously grouped. He reported that high achievers did not have significantly different patterns of acceptance of self from those of low achievers in either heterogeneous or homogeneous groupings. The ability grouping alone did not appear to have a significant affect on either reports of acceptance of self or academic self concept.

School Attitude Related to Homogeneous and Heterogeneous Grouping

There have been very few studies done on the school attitude of young children. This is primarily due to the difficulty in finding an instrument for adequately measuring attitudes. Samuel Ball (3) attempts an overview of attitude test techniques. He cites four types of attitude measures and gives good and bad points for the use of each type. Teacher ratings are one method of attitude assessment. Here the teacher is given a carefully worded five point scale and she is asked to rate each child. There are three drawbacks to this technique:

1. A few teachers tend to use just one point on the scale for rating.

2. The teacher is often influenced by the "overall quality" of the child.

3. The teacher may be influenced by knowing what the

ratings will be used for.

A second technique is rating children under simulated conditions. Here a classroom (or corner of a classroom) is set up to simulate school environment. By playing games, directing conversations, and observing reactions the observer can short cut the time required to make usefully accurate ratings of a child's attitudes. The problems with this method are that it takes a great deal of time and an absolutely unbiased observer is difficult to find.

A third technique is to use existing records and representative pieces of physical evidence to determine what children do and then make deductions about their attitudes. This method has one very obvious drawback: the records may not be well kept. Also many alternate hypotheses might explain the same result.

The fourth technique (and the one used in this study) is the pupil's self-report. Here the child himself tells you what his attitudes may be. This can be accomplished by true/false questions, oral answers, or more comprehensive paper and pencil tests. The one problem mentioned is that the tester necessarily intrudes and affects to some degree the response a child makes. However, "most studies seem to show that second and third graders will be non-defensive in an attitude area like this and that this technique allows the valid and reliable assessment of their attitudes" (3:13).

It is important to note that "no technique can be used

with confidence if the goal is to assess the attitude of a particular child. But, if the measurements are carefully made, groups of children can be more confidently assessed" (3:15).

The purpose of a study by Milly Cowles (5) was to determine whether homogeneously or heterogeneously grouped children had better social and emotional adjustment in a school situation. She devised a questionnaire that dealt with the student's relationship to other pupils and the classroom group, and their school success and achievement. The reliability coefficient for this questionnaire was .77. Seven hundred and thirteen students from six Mobile, Alabama schools were used; three hundred and fifty-seven from three homogeneously grouped schools and three hundred and fifty-six from three heterogeneously grouped schools. When significant differences did occur by type of grouping, greater proportions of positive responses usually showed an advantage for heterogeneously grouped children (5).

Walter Borg and associates (4:56-58) performed a comprehensive study of the effects of homogeneous and heterogeneous grouping on all aspects of learning in school. One section of the study dealt generally with attitude toward school. They developed the USU School Inventory for the purpose of their paper. This scale had ninety-five yes or no answers. There was a split-half Spearman-Brown Prophesy reliability of .94 on the total instrument. The test was divided into three

sections (Attitude Toward Peers, Attitude Toward Teacher, and Attitude Toward School). It was given to sixth graders in six Utah schools (three homogeneously and three heterogeneously grouped). A rather large sample was used. It consisted of three hundred and eleven (district A) homogeneously grouped students plus six hundred and seventeen (district B) heterogeneously grouped students. The conslusions listed below are only those which pertain to this study:

1. No significant differences in the student's Attitude Toward Peers were observed.

2. Slow boys had a significant difference on the Attitude Toward Teacher section, but slow girls did not. Ability grouping appears to cause more favorable attitudes toward teacher than random grouping. Homogeneous grouping tends to have a positive effect upon the attitudes of slow learners toward the teacher.

3. Boys of low ability developed more favorable attitudes toward school in ability grouped classrooms. There was a significant difference for slow boys and not for girls.

Other Studies of School Attitude

A study by Badwal (2) was conducted in rural Maryland on third and sixth grade students. In this paper a comparison was made between the attitudes of boys and girls, low and high achievers, and third and sixth graders. It was necessary to construct an instrument. This was done according to the Thurston Technique. The following results were obtained

through analysis of variance:

1. Low achievers obtained a significantly higher attitude score than high achievers.

2. Female students obtained higher scores than male students.

3. Third grade children's attitudes were higher than sixth grade children.

Another direction was taken by Oren Glick (11) in his study done on sixth graders. A criticism of homogeneous grouping is that it does not allow for friendships between low and high ability students and that this slows the growth of low achievers and gives the high achiever an inflated idea of the abilities of others. In this instance it was found that the extent of friendship involvement in sixth grade classrooms is not related to school attitudes, but that friendship involvement is in part a function of similarity of school attitudes. The effects of friendship involvement will be to support existing attitudes whether favorable or unfavorable. It was also found that the more popular the student the higher the attitude toward school.

The purpose of a paper by Bernard Jokiel (12) was to determine if there was a difference in attitudes toward school of seventh grade students with an average I.Q. but low achievement. Part of the students were in a "school-within-a-school" program while the rest were in regular classrooms. Forty-seven students with average or above average I.Q.'s but low achieve-

ment were selected. Thirty-three were put into the school-within-a-school program and the rest into traditional classrooms. After thirteen weeks a teacher-developed questionnaire was administered to all forty-seven students. The items were about various feelings or attitudes toward school. A Likert scale was used. Each item was scored one to five with one being the lowest. It was found that the school-within-a-school program promoted a higher feeling of success and a greater feeling that the learning was useful for the students. There was a strong correlation between how pleasant school was and happiness, but the relationship between happiness and success was not strongly indicated (12:9-10).

The intermediate level of the School Sentiment Index (used in this study) was used by Marilyn Reid (20) in her paper comparing self-contained and open area schools. It dealt with two schools and used children in grades four and five. This paper dealt with self esteem, achievement, and school attitude. Only the results of the school attitude section are listed. It was found that the pupils in the open area school had a more positive overall school attitude than did the children in the self-contained ones.

Summary

Research efforts in the last decade have broadened to include the effects of grouping practices on social and emotional factors, but little research had been done relating the relationship of self concept and school attitude to

ability grouping in young children.

Self concept was found to be influenced by membership in a certain ability group (15). It seems that homogeneous ability grouping is more favorably related to self concept of slow learners than heterogeneous grouping (14), (16), (18), and (23). There is, however, some controversy (6).

In homogeneous groupings low achievers were found to have a more positive school attitude (5), (4), (23). It was also discovered that low ability children had more positive attitudes toward school than high achievers (2). Results also showed that open area schools had a more positive effect on school attitude than did self-contained schools (12), (20).

## Chapter III

## Methods and Procedures

The population for this study included all low-achieving third grade students in the Osborn School District No. 8 of Phoenix, Arizona. The sample was taken from two schools within the district. To limit extraneous variables, the two schools were matched with respect to socio-economic and cultural status. All children in both schools were given the Metropolitan Achievement Test in September, 1973. Only those who scored between 1.6 and 2.6 were chosen. Solano Elementary School was chosen because of its homogeneous organization. Here two third grade low ability classrooms contained forty-seven students. From these children, thirty were randomly chosen. Encanto Elementary School provided two heterogeneous classrooms where the thirty lowest achieving students were selected.

The Self Appraisal Inventory (10) reproduced in Appendix A was used to measure the children's self concepts. It consists of thirty-six Yes or No questions dealing with four aspects of self concept--family, peer, scholastic and general. The School Sentiment Index (9) included as Appendix B has thirty-seven Yes or No questions about attitude toward school. There are five areas in this test--teacher, learning, social structure and climate, peer and general. On both tests one point was



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given for a positive response. On each test, positive points were totaled to obtain an individual score. Therefore, each child had two scores--one for self concept and one for attitude toward school. These scores were then used for analysis.

The Self Appraisal Inventory was administered by each classroom teacher on the morning of April 16, 1974. The School Sentiment Index was given to the same children on the afternoon of the same day.

To convince the children of the anonymity of the test, several steps were taken. First, the children were asked not to put names on their papers. The answer sheets were numbered on the back in order to match self concept and school attitude tests taken by the same child. Then the School Sentiment Index was administered by the authors of this study because of the questions pertaining to the teacher.

The accuracy with which scores on these measures would yield valid estimates of one's self concept and attitude toward school was subjected to considerable scrutiny throughout the various phases of development by the Instructional Objectives Exchange. Not only were measures tried out on learners, but the validity of the general rationale, and the scoring of particular individual items, were constantly checked with members of the Instructional Objectives Exchange staff as well as external consultants, (9) and (10).

Using a sample of one thousand pupils from several Southern California School Districts, the Instructional Objectives

Exchange revealed a test-retest stability index of .73 on the Self Appraisal Inventory (10:14) and .87 on the School Sentiment Index (9:16). For our sample of sixty, the Spearman-Brown Correction Formula was used to arrive at a split-half reliability coefficient of .77 for the Self Appraisal Inventory and .85 for the School Sentiment Index.

The first step in the data analysis of this causal-comparative study was to compute the group mean and the standard deviation for both self concept and school attitude in the homogeneous and heterogeneous classes. Using the statistical analysis independent t-test, a comparison was made to determine the differences between the means of self concept in homogeneous and heterogeneous groups and between the means of school attitude in homogeneous and heterogeneous groups. The Pearson Product Moment Correlation was used to measure the relationship between self concept and school attitude in both homogeneously and heterogeneously grouped classes. A .05 level of significance was employed in reporting a finding of significance.

## Chapter IV

## Findings

An independent t-test analysis was made to determine if there is a more positive self concept in homogeneous grouping of third grade low achievers. Table 1 presents the mean scores and standard deviations of both homogeneous and heterogeneous groups. The self concept scores showed no significant differences between the groups at the .05 level of confidence. However, the mean score was slightly higher in the homogeneous group. In this case, the null hypothesis (there is no significant difference in the self concept of third grade low achievers in homogeneous grouping campared to heterogeneous grouping) must be accepted.

Table 1

Relationship of Self Concept and School Attitude

in Homogeneous and Heterogeneous Grouping

N=60 $G_1$=Homogeneous Group $G_2$=Heterogeneous Group

| | Mean | | Standard Deviation | | T Ratio |
|---|---|---|---|---|---|
| | $G_1$ | $G_2$ | $G_1$ | $G_2$ | |
| Self Concept | 22.70 | 20.43 | 6.08 | 4.68 | -1.59 |
| School Attitude | 26.73 | 22.87 | 4.70 | 6.97 | -2.48* |

* at 58 df, t required at .05 level of significance, 2.0.
** at 58 df, t required at .01 level of significance, 2.66.



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Another independent t-test analysis was made to determine if there is a more positive attitude toward school in homogeneous grouping of third grade low achievers. As shown in Table 1, there was a t-ratio of 2.48 which is significant at the .05 level of confidence. This means that in this sample the children in the homogeneous group had a more positive attitude toward school than those grouped heterogeneously.

All correlations in this study are computed from the raw scores obtained on the Self Appraisal Inventory and the School Sentiment Index. These scores are found in Appendix D. A Pearson Product Moment Correlation was used to determine if there was a significant relationship between the self concept and school attitude in both the homogeneous and heterogeneous groupings. For the homogeneous group a Pearson Product Moment Correlation coefficient of .50 was found to be significant at the .01 level of confidence. The heterogeneous group had a Pearson Product Moment Correlation coefficient of .57 which was also significant at the .01 level of confidence. Diagrams 1 and 1A, on the following page, show these correlations on scattergrams. Both correlations are moderate and positive.

DIAGRAM I

SCATTERGRAM SHOWING CORRELATION
BETWEEN SELF CONCEPT AND SCHOOL ATTITUDE
IN HOMOGENEOUS GROUPING

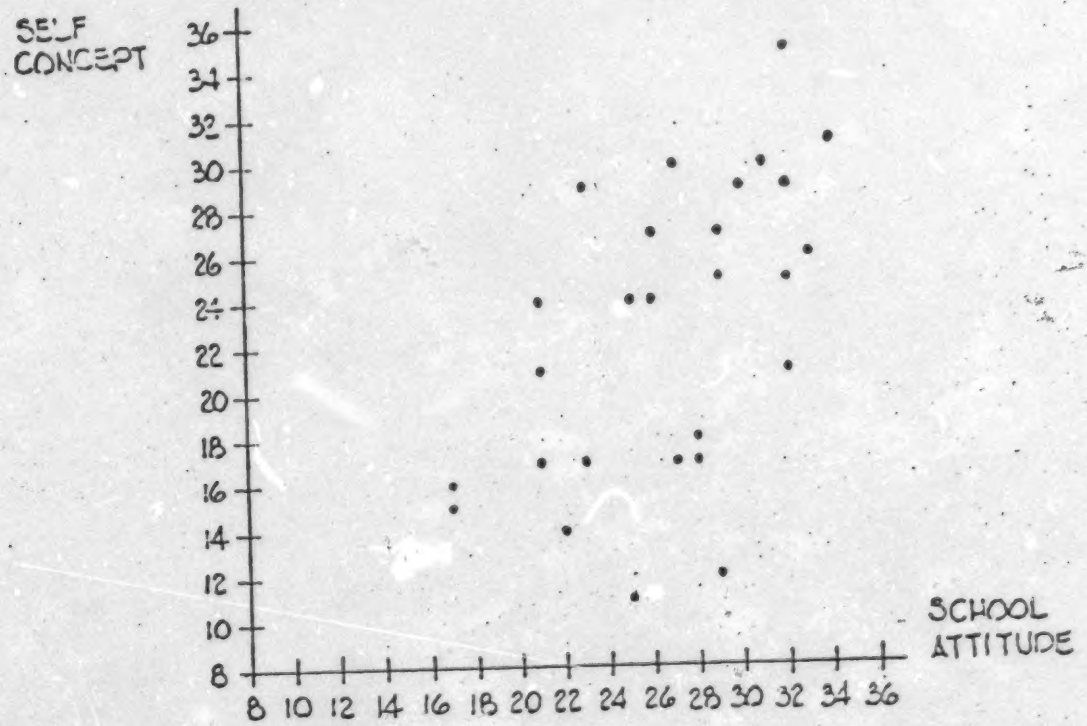
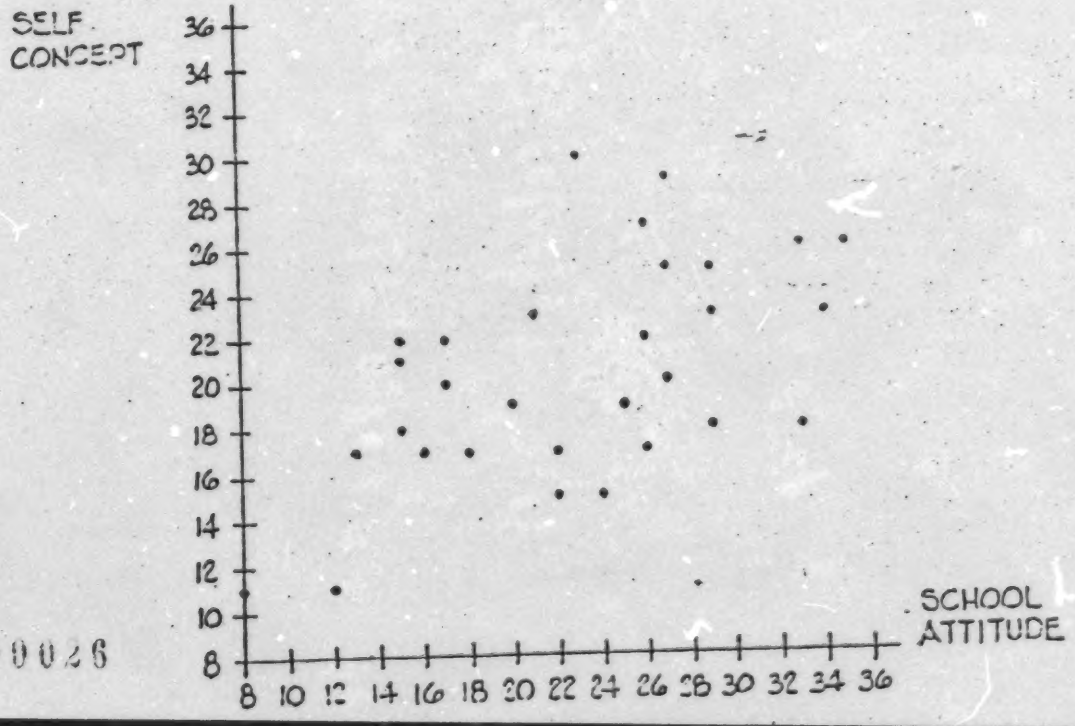



DIAGRAM 1A

SCATTERGRAM SHOWING CORRELATION
BETWEEN SELF CONCEPT AND SCHOOL ATTITUDE
IN HETEROGENEOUS GROUPING

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## Chapter V

## Summary, Conclusions and Recommendations

There has been much controversy about the relationship of ability grouping to the child's self concept and school attitude. In an effort to clarify this relationship, thirty homogeneously grouped, low-achieving, third grade children were compared with thirty heterogeneously grouped, low-achieving, third graders. It was hypothesized that:

1. Low-achieving third grade students from homogeneous classrooms will have more positive self concepts than low-achieving third grade students in heterogeneous classrooms.

2. Low-achieving third grade students from homogeneous classrooms will have better attitudes toward school than low-achieving third grade students in heterogeneously grouped classrooms.

3. There will be a significant correlation between self concept and school attitude in the homogeneous groups.

4. There will be a significant correlation between self concept and school attitude in the heterogeneous groups.

The instruments used included the Self Appraisal Inventory and the School Sentiment Index. A t-test analysis of independent means was used to determine the difference between the self concept in the homogeneous group and the heterogeneous group. The same analysis technique was used to compare the differences between attitudes toward school in both groups.



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A Pearson Product Moment Correlation measured the relationship between self concept and school attitude in both ability and random groupings.

The results of the study are:

1. Even though the mean scores were higher in the homogeneous group, there was no significant difference between the self concept of the two groups. Therefore, the null hypothesis was accepted.

2. Children in the homogeneous group have a significantly more positive attitude toward school than those in the heterogeneous group.

3. Self concept and school attitude were moderately correlated in both random and ability grouping. These correlations were positive.

It can be concluded that ability grouping alone does not necessarily promote a more positive self concept for the students. Homogeneous grouping, however, appears to have a positive influence on the child's attitude toward school for low-achieving third grade students. In a multiple group correlation, it can be predicted that the self concept and school attitude of a child will be positively related.

The results of this study would be very useful to the person setting up a new school. If attitude toward school is of major importance, it would be advisable to set up a school in a homogeneous situation. This would also provide an opportunity for further research. If children could be

tested in a heterogeneous setting prior to being moved into a homogeneous school and then retested after a period of time in ability-grouped classrooms, much information could be gained.

Based on these conclusions and to provide more reliable results, a similar study using a larger sample but the same instruments is recommended. In addition, a follow-up study using the same sample might prove interesting. This would show what effect maturation and change in educational environment has on the children.

00049

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00033

# APPENDIX

99034

Appendix A

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Are you an important person in your family?
6. Do you often feel that you are doing badly in school?
7. Do you like being just what you are?
8. Do you have enough friends?
9. Does your family want too much of you?
10. Do you wish you were someone else?
11. Can you wait your turn easily?
12. Do your friends usually do what you say?
13. Is it easy for you to do good in school?
14. Do you often break your promises?
15. Do most children have fewer friends than you?
16. Are you smart?
17. Are most children better liked than you?
18. Are you one of the last to be chosen for games?
19. Are the things you do at school very easy for you?
20. Do you know a lot?
21. Can you get good grades if you want to?
22. Do you forget most of what you learn?

23. Do you feel lonely very often?
23. If you have something to say, do you usually say it?
25. Do you get upset easily at home?
26. Do you often feel ashamed of yourself?
27. Do you like the teacher to ask you questions in front of the other children?
28. Do the other children in the class think you are a good worker?
29. Are you hard to be friends with?
30. Do you find it hard to talk to your class?
31. Are most children able to finish their schoolwork more quickly than you?
32. Do members of your family pick on you?
33. Are you any trouble to your family?
34. Is your family proud of you?
35. Can you talk to your family when you have a problem?
36. Do your parents like you even if you have done something bad?

Appendix B

SCHOOL SENTIMENT INDEX

Primary Level

1. Is your teacher interested in the things you do at home?
2. When you are trying to do your schoolwork, do the other children bother you?
3. Does your teacher care about you?
4. Do other children get you into trouble at school?
5. Do you like being at school?
6. Would you be happier if you didn't have to go to school?
7. Does it bother you because your teacher doesn't give you enough time to finish your work?
8. Are the grown-ups at school friendly toward the children?
9. Do you like to read in school?
10. When you don't understand something, are you usually afraid to ask your teacher a question?
11. Are the other children in your class friendly toward you?
12. Are you scared to go to the office at school?
13. Do you like to paint pictures at school?
14. Do you like to write stories in school?
15. Is school fun?
16. Does your teacher like to help you with your work when you need help?
17. Do you like doing arithmetic problems at school?
18. Are the rooms in your school nice?

19. Do you like to learn about science?
20. Do you like to sing songs with your class?
21. Does your school have too many rules?
22. Do you usually do what other children want to do instead of what you want to do?
23. Do you like the other children in your class?
24. Would you like to be somewhere other than school right now?
25. Does your teacher like some children better than others?
26. Do other people at school really care about you?
27. Does your teacher yell at the children too much?
28. Do you like to come to school every day?
29. Does your teacher get mad too much?
30. Do you feel lonely at school?
31. Do you have your own group of friends at school?
32. Do your classmates listen to what you say?
33. Do you like to learn about other people?
34. Do you wish you could stay home from school a lot?
35. Is school boring?
36. Are there a lot of things to do at school?
37. Do nice things happen at your school every year?

Appendix C

SAMPLE ANSWER SHEET

| | | | | | |
|---|---|---|---|---|---|
| 1. | YES | NO | 11. | YES | NO |
| 2. | YES | NO | 12. | YES | NO |
| 3. | YES | NO | 13. | YES | NO |
| 4. | YES | NO | 14. | YES | NO |
| 5. | YES | NO | 15. | YES | NO |
| 6. | YES | NO | 16. | YES | NO |
| 7. | YES | NO | 17. | YES | NO |
| 8. | YES | NO | 18. | YES | NO |
| 9. | YES | NO | 19. | YES | NO |
| 10. | YES | NO | 20. | YES | NO |

* There was a second page to this answer sheet exactly as the above except for numbering from 21 to 40.

00039

Appendix D

RAW SCORE TABLE

| | Homogeneous | | Heterogeneous | |
|---|---|---|---|---|
| Child's Number | Self Concept | School Attitude | Self Concept | School Attitude |
| 1. | 25 | 29 | 15 | 22 |
| 2. | 17 | 21 | 18 | 15 |
| 3. | 15 | 17 | 11 | 8 |
| 4. | 17 | 28 | 29 | 27 |
| 5. | 18 | 28 | 21 | 15 |
| 6. | 21 | 21 | 22 | 17 |
| 7. | 29 | 30 | 17 | 13 |
| 8. | 26 | 33 | 23 | 29 |
| 9. | 24 | 25 | 20 | 17 |
| 10. | 25 | 32 | 11 | 12 |
| 11. | 27 | 29 | 17 | 22 |
| 12. | 21 | 32 | 23 | 21 |
| 13. | 35 | 32 | 22 | 15 |
| 14. | 11 | 25 | 25 | 27 |
| 15. | 29 | 23 | 19 | 25 |
| 16. | 12 | 29 | 30 | 25 |
| 17. | 24 | 21 | 17 | 26 |
| 18. | 24 | 21 | 15 | 24 |
| 19. | 14 | 22 | 25 | 29 |
| 20. | 16 | 17 | 20 | 27 |
| 21. | 30 | 27 | 26 | 35 |
| 22. | 27 | 26 | 19 | 20 |
| 23. | 25 | 29 | 23 | 34 |
| 24. | 17 | 27 | 18 | 33 |
| 25. | 24 | 26 | 26 | 33 |
| 26. | 31 | 34 | 17 | 16 |
| 27. | 21 | 32 | 22 | 26 |
| 28. | 30 | 31 | 17 | 18 |
| 29. | 17 | 23 | 18 | 29 |
| 30. | 29 | 32 | 27 | 26 |

00040